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ABSTRACT

This report provides documents, categorized under five different sections, to be used as guidelines for curriculum development. The first section, "Model Board Policy for Comprehensive Planning," outlines responsibilities of local education boards in curriculum development and provides examples to consider for policy development. The second section, "Curriculum Development Checklist," identifies 14 principles and suggests questions for evaluating how each principle is utilized in a school disrict. "Learning Climate Factors," the third section, identifies 18 factors influencing learning environments and includes a scale for determining the level to which each factor is addressed. Discussing the development and design of needs assessment and program evaluation components, the fourth section provides a rating scale for use in the planning process. The final section, "Balance in the Curriculum," identifies curriculum goals for students and provides charts for determining how well the school meets its responsibilities. Four appendixes are also provided, including a sample model for curriculum development. (MD)

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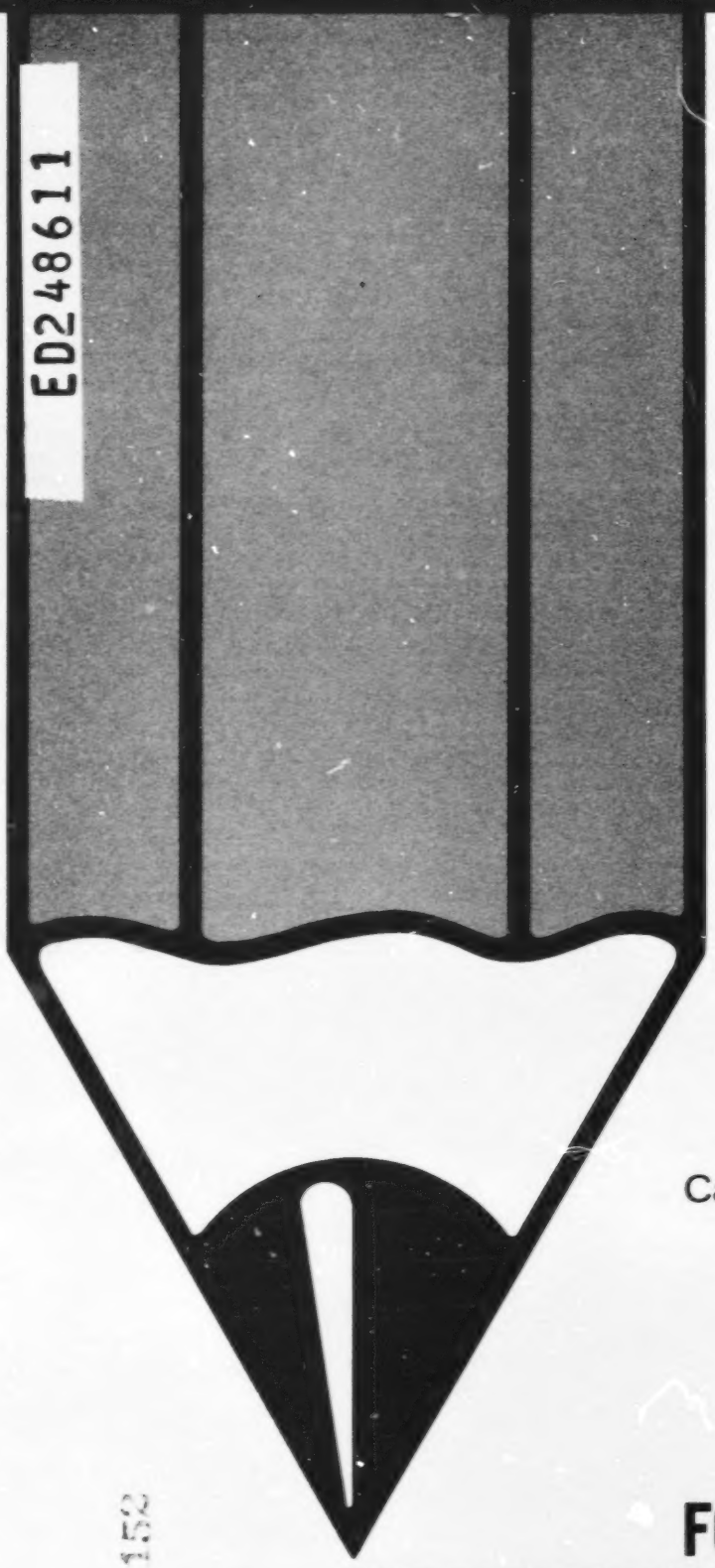

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# GUIDELINES FOR COMPREHENSIVE CURRICULUM DEVELOPMENT K-12

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS
1983

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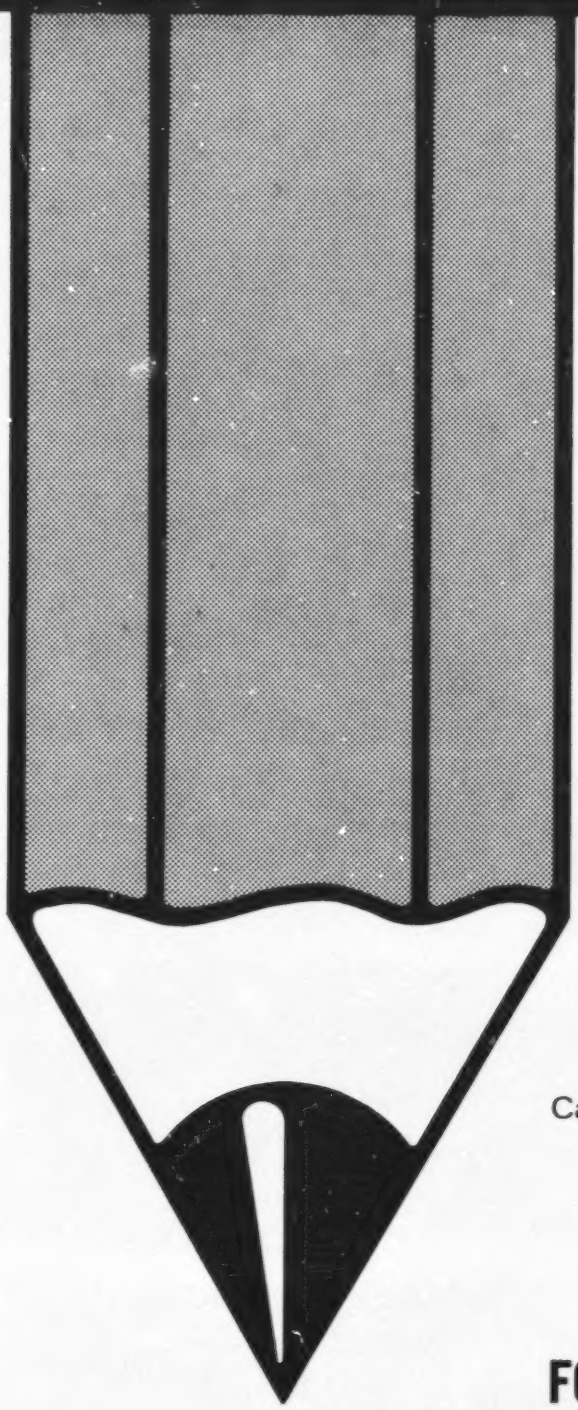

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C O N T E N T S

Introducing the Alliance

Purposes of the Alliance

Documents

| | |
|---|---|
| Model Board Policy for Comprehensive Curriculum Planning | [pink] |
| Curriculum Development Checklist | [blue] |
| Learning Climate Factors | [yellow] |
| Needs Assessment and Program Evaluation in Comprehensive Curriculum Planning | [salmon] |
| Balance in the Curriculum | [green] |
| Resources for Curriculum Development | [tan] |

## INTRODUCING THE ALLIANCE

The California Curriculum Alliance was organized in 1977 by a group of educators who agreed on the importance of having statewide curriculum concerns discussed and acted upon by representative statewide groups, and who sensed an urgent need for a coordinated effort in the areas of curriculum, instruction, and program evaluation.

These educators recognized the fragmented nature of curriculum development in the state of California. The legislature, the State Board of Education, the State Department of Education, school districts, county offices, school site councils -- all these entities are involved. Alliance members realize that, with this fragmentation increasing, it is imperative that site administrators and teachers emphasize curricular, instructional and program evaluation through improved knowledge, sensitivity, and implementation.

The Alliance is currently composed of fourteen organizations individually concerned with promoting, supporting, and improving the quality of education in California. Representatives of these member organizations have established the purposes of the Alliance, which focus on leadership in coordinated planning and implementation of educational programs.

The Alliance operates on a consensus decision-making model, and its primary task is to develop guidelines and strategies to assist curriculum leaders and staff development personnel. The documents in this handbook have been developed for that very purpose.

## PURPOSES OF THE ALLIANCE

To enhance student growth, the purposes of the California Curriculum Alliance are to:

1. Encourage and support the development of curriculum leadership.

2. Influence decision making at the education policy level in areas of curriculum, instruction, and program evaluation.

3. Support preservice and staff development programs aimed at improving instructional techniques, curriculum development, and program evaluation.

4. Support the development of communications networks regarding curriculum, instruction, and program evaluation.

5. Look at the present and future of education, envision what could be and what should be, and determine appropriate action.

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California Curriculum Correlating Council
California Association of Program Evaluation
Association of California School Administrators
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California State Steering Committee for Curriculum Development & Publications

**Lee Thompson**, Chairperson
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## MODEL BOARD POLICY FOR COMPREHENSIVE CURRICULUM PLANNING

This document outlines the responsibility of the local board of education for curriculum development and provides examples of items to be considered in such policy development.

**Prepared by the**
**California Curriculum Alliance**

**June, 1979**

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## MODEL BOARD POLICY
## FOR
## COMPREHENSIVE CURRICULUM PLANNING

*(Developed by the California Curriculum Alliance)*

Members of the Board of Education are chosen by the electorate and become the community's representatives to the educational decision-making process. They are charged with responsibility for creating policy and allocating resources to educate the district's children and youth. These tasks must be accomplished under the laws of the State of California and within the district's financial resources.

Board members continually seek to improve their knowledge of curriculum and learning principles through an organized program of reading; discussions with students, community members, and professional staff; attendance at conferences and workshops; and classroom visitations.

In concert with the district superintendent and the instructional staff, the Board identifies the community's desires and needs for its students and translates them into a statement of philosophy and a list of goals. The district's philosophy and goals become the touchstone of the educational program.

The Board, being aware that specific educational techniques are the responsibility of a well-trained professional staff, sees its major responsibilities as making provisions for instructional leadership, equipment, and materials of instruction, and taking such other facilitating actions as may be required and can be afforded to meet the needs of the students and, thus, to achieve the goals of the community.

It is a professional staff responsibility to consolidate curriculum plans generated at site council, local school, and district levels and to coordinate the efforts being made at these and other levels with county, state, and federal legislative efforts to effect educational change. As part of this responsibility the professional staff establishes procedures for gathering data concerning appropriateness of the existing curriculum and effectiveness of the existing program. These data are reviewed periodically by the Board and staff as they evaluate district programs and monitor student progress toward the achievement of district goals.

The Board and superintendent are responsible for facilitating the development of general guidelines for the curriculum planning process. In addition to their use by the professional staff, these guidelines are tools for the Board and community to use in reviewing individual programs as the programs progress from conception to planning, implementation, evaluation, and revision. The following elements are included in the curriculum planning guidelines:

1. The district establishes a calendar covering a six-year period for the evaluation and revision of curriculum for all subject matter areas. The calendar coordinates the State Framework development and textbook adoption timelines. The calendar consists of:

    - district philosophy and goals review
    - needs assessment and curriculum review, utilizing the district's philosophy (goals and objectives)
    - development of plans to meet identified needs
    - adoption and implementation of the resulting programs
    - evaluation of the program's effectiveness

    The process is continuous and cyclic. Over a period of years, all subject areas go through the cycle. This allows for evolution and change in curriculum to meet the emerging needs of students and society.

2. When adopting the budget each year, the Board considers the district's instructional program needs and provides necessary funds for curriculum planning, program implementation, evaluation, and staff development. Adequate provision for released time is also a part of the budget consideration.

3. All persons affected by curriculum design are in some way represented in the planning process. Teachers, administrators, students, and parents normally participate in the process. Consultants and subject matter specialists participate as needed.

4. Articulation between instructional levels is part of the ongoing planning process.

5. Knowledge of California Education Code sections is essential to ensure compliance with mandated program requirements and to ensure that parameters for options are understood.

6. The Board is aware that consideration of how children learn is an essential element in all curriculum planning. The Board encourages and provides assistance to the professional staff in developing a statement of principles about how children learn. These principles become an integral part of the district's curriculum planning process.

7. An appropriate combination and balance needs to be maintained in the instructional methods, the language processes, and the content of the total educational program.

   A balance of content in the students' total educational program includes courses in the social sciences and humanities, in mathematics and science, and in the practical and fine arts.

8. A balance of instructional methods is a part of all classroom experiences, kindergarten through grade twelve. These methods include individual work/study, small group interaction, and whole class experiences. The exclusive use of one instructional method is considered educationally unsound.

   A balance of language processes is a part of classroom instruction in all areas. Speaking, listening, reading, writing, seeing, and touching are processes used in all classrooms. Research confirms that nonverbal as well as verbal processes sharpen and enrich reading and writing skills.

9. Assessment of staff development needs and establishment of provisions for meeting such needs are a part of the planning process.

Board Members: What is your Curriculum Quotient?

- Are you increasing your knowledge of the curriculum planning process? teaching methods? different theories of how children learn?
- Is information about your district's curriculum and instructional programs readily available to you?
- Do you visit classes in your district? How often?
- Do you attend workshops and conferences on classroom learning?
- Are presentations about district educational programs made at Board meetings?
- Does your district have a different philosophy and statement of goals? Who participated in the development of the philosophy and goals?
- Does your superintendent demonstrate an understanding of your specific commitment to curriculum development? and your commitment to the educational program in general?
- Are you willing to cut funds from some budget categories so that enough funds are available for released time to allow teachers to work on curriculum?
- Has your Board established a calendar for the review, revision, and adoption of curriculum? Does this calendar coordinate with State Framework and textbook adoption?
- What specific measures are used in your district to ensure articulation between grade levels, and particularly between elementary, middle or junior high, and senior high school? Are all teachers involved in the articulation process?
- How does the work of site councils fit into your district's curriculum planning?
- Is a variety of instructional methods used in your classrooms? And what are these methods?
- Are teachers in your district receiving inservice training in the effective use of newly developed programs, textbooks and materials?
- Has your Board emphasized its commitment to curriculum development by developing policy in this area?
- Does the school community know of your interest in curriculum?

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## CURRICULUM DEVELOPMENT CHECKLIST

This document identifies 14 principles of comprehensive curriculum development and suggests questions for curriculum developers to explore to gauge how well each principle is being utilized in instructional planning in a school or district.

**Prepared by the**
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**June, 1979**

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## CURRICULUM DEVELOPMENT CHECKLIST

*(Developed by the California Curriculum Alliance)*

Curriculum development is a human interaction process through which curriculum decisions are made. Curriculum decision-makers are encouraged to use this checklist in discussing and assessing curriculum needs and programs. Fourteen curriculum development principles are identified in the checklist. Each principle is followed by questions designed to help determine to what extent the principle is being used. A "0" rating of the principle would indicate no use; a "5" rating would indicate full use. The questions are illustrative and are intended to generate additional questions and discussion.

**Principle**

1 Curriculum development is based on the philosophical beliefs of the community, as determined within the context of societal needs.

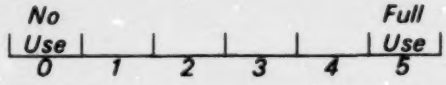
a. Does the local Board of Education have an identified policy giving direction to curriculum development?

b. Is the community involved in the development of the district philosophy and goals?

c. Do the goals reflect societal needs?

d. Are the goals realistic for the student population (e.g., is the number of college prep courses proportionate to the number of students actually going on to college)?

*To what extent is this principle being used?*

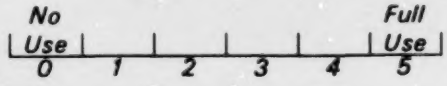



2 Curriculum development accommodates student differences and is based upon knowledge of learner growth and development.

a. Do objectives reflect the emotional, social, and intellectual developmental stages of the learner?

b. Is diagnosis of student needs used to determine placement of children (e.g., are student interests and reading levels used to determine reading activities)?

*To what extent is this principle being used?*

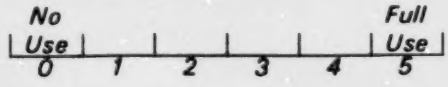



3 Principles of learning are critical to planning teaching and learning activities.

a. Is the need for repetition made clear in those teaching/learning activities that require repeated practice?

b. Do learning activities progress from lower to higher levels of thinking?

*To what extent is this principle being used?*




4 The curriculum development process is based on a cycle of planning-implementation-evaluation.

a. Is there a clearly defined, systematic, curriculum development process for the district?

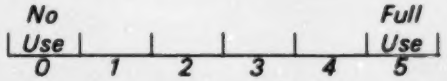
b. Is the curriculum development plan compatible with the state schedule for Frameworks and text materials adoption?

c. Is adequate planning time built into the schedule?

d. Is staff development an integral part of implementation plans?

e. Is evaluation information used in setting goals and objectives?

*To what extent is this principle being used?*



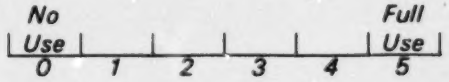

5 Teaching methods and materials reflect existing and developing learning modes (visual, auditory, tactile, intuitive) of each student, consistent with learning objectives.

a. Is the program planned in terms of both strong and weak learning modes of each student (e.g., is the auditorily-oriented student given opportunities to use tape-recordings to reinforce skills)?

b. Are opportunities given for students to use cognitive and affective learning skills in a wide variety of learning activities?

c. Is a variety of materials available for cognitive and affective learning?

*To what extent is this principle being used?*

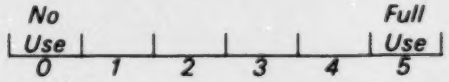



6 Determination of scope and sequence is important in curriculum planning.

a. Are the major learnings defined for each area of the curriculum?

b. Is the sequence of learning activities geared to the major developmental stages of each learner?

*To what extent is this principle being used?*



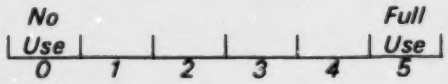

7 Optimal progress of learners requires articulated planning by staff.

a. Does a district plan exist that ensures articulation between age levels and subject matter in all areas of the curriculum?

b. Does staff work together to articulate the educational program?

c. Are there methods and records that help teachers keep track of student progress?

*To what extent is this principle being used?*

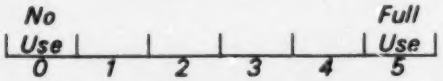



8 Curriculum content is relevant to the learner and is significant to society.

a. Does the learner take part in content and activity planning?

b. Are major societal concerns of the past, present, and future utilized to motivate the student?

*To what extent is this principle being used?*

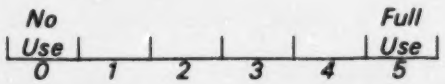



9 Instructional materials are selected to fit the curriculum, not vice versa.

a. Does curriculum planning and evaluation precede the selection of instructional materials?

b. Do teachers and others involved in curriculum planning participate in selecting materials?

*To what extent is this principle being used?*

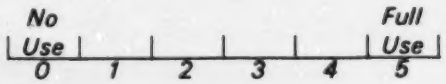



10 A comprehensive, balanced curriculum is developed.

a. Is instructional time allocated to all curriculum areas (e.g., social studies, science, art, music)?

b. Are basic skills taught in all content areas?

*To what extent is this principle being used?*

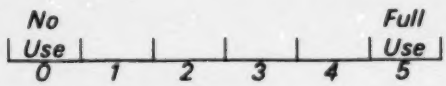



11 Curriculum planning includes provisions to meet related staff development needs.

a. Are staff development programs provided to implement legislated changes?

b. Are teachers involved in assessing needs and in making decisions regarding staff development?

*To what extent is this principle being used?*



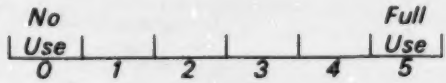

12 In the process of curriculum development, appropriate human and material resources are identified and used.

a. Are the State Curriculum Frameworks and the County Course of Study used as resources?

b. Are teachers involved in the curriculum development process, and do they serve as resources for other teachers?

c. Are sample materials available for teachers to study and review?

*To what extent is this principle being used?*

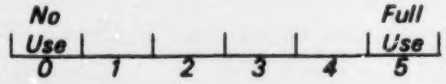


13 Consideration is given to the integration of subject matter areas.

a. Are time and resources set aside to plan for curriculum integration?

b. Are programs and instructional materials available as resources?

*To what extent is this principle being used?*

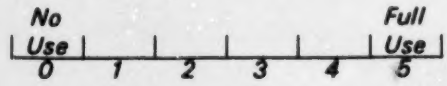



14 Curriculum development reflects an openness to new and changing ideas.

a. Are opportunities given to teachers to research, suggest, and try new ideas and materials?

b. Are programs being considered for adoption or adaptation carefully evaluated?

*To what extent is this principle being used?*



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## LEARNING CLIMATE FACTORS

This document identifies 18 factors that influence the learning environment of a school. A scale is provided to determine the level to which each factor is addressed. Collectively, this information will help determine the qualilty of instruction in the school. The 18 factors operating in concert enhance the delivery of quality instruction.

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## LEARNING CLIMATE FACTORS

### A GUIDELINE

*(Developed by the California Curriculum Alliance)*

The Curriculum Alliance considers the following list of learning climate factors important for planning groups to consider as they deliberate on educational improvements.

1. Focus on the learner
2. Instructional resources
3. Physical facilities
4. Financial support
5. Staffing
6. Support for teachers and other educational personnel
7. Professional assignment
8. Freedom to teach
9. Morale
10. Staff sharing and interaction
11. Personnel evaluation
12. Professional staff development and inservice education
13. Organization participation
14. Decision making
15. Changing relationships
16. Help for students
17. Student evaluation
18. Program review and quality of instruction

## CURRICULUM ALLIANCE

## LEARNING CLIMATE FACTORS

The eighteen learning climate factors taken as a whole represent a guideline for the use of planning groups, including teachers, administrators, other community and educational personnel, students, and parents. The experience of professionals and others close to schools indicates that all eighteen factors must be working in concert if successful educational programs are to be delivered to students. To put it succinctly, the curriculum will be better implemented in terms of process, substance, and outcomes if all eighteen factors are incorporated in the school district's planning processes.

The factor list and proof of relatedness are not debated in this guideline, but the Curriculum Alliance supports the view that they are strongly connected. Planning committees, using the list as checkpoints to ensure coverage of important areas of consideration, may debate the connections and choose from the list according to their particular experience. School districts in California are diverse in size, geography, and culture. The districts range in faculty size from one to twenty-five thousand. A small faculty conducting curriculum planning will approach the task in a manner different from that of a large faculty. An experienced planning team will move through the list of learning factors more easily than will an inexperienced group. The resources a district will dedicate to curriculum planning will influence the number of completed learning factors by a planning group. The Curriculum Alliance encourages broad consideration of the entire list by persons responsible for educational planning.

1. **Focus on the learner**

   Students' needs, skills, interests, and talents are considered, planned for, and responded to in the educational program, which is directed at achieving student academic growth and growth in other areas in terms of society's requirements.

   *To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

2. **Instructional resources**

   Instructional materials and equipment are of a high quality and are available in sufficient quantity to satisfy the full array of student learning activities.

   *To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

3. **Physical facilities**

   Adequate space and equipment are provided for students and teachers in terms of learning function and aesthetics.

   *To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

4. **Financial support**

   Sufficient funds are allocated to support the implementation of quality educational programs.

   *To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

5. **Staffing**

The teacher/student ratio allows for creation of an atmosphere in which teachers and students can learn and gain from each other.

*To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

6. **Support for teachers and other educational personnel**

Sufficient support resources in consultant and noninstructional and clerical areas are provided to teachers and other educational personnel to facilitate actual teaching.

*To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

7. **Professional assignment**

Assignments of teachers and other educational personnel take into consideration the expertise and interest of each professional staff member.

*To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

8. **Freedom to teach**

Within locally established curriculum and instruction plans, teachers are encouraged and are free to explore teaching styles, methods, techniques, materials, and programs with students.

*To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

9. **Morale**

Morale among the professional staff is perceived as high, and the staff's positive feelings extend not only to individual elements of the school system but to the system in general.

*To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

10. **Staff sharing and interaction**

There are specified procedures enabling professional staff to share and interact with each other and with the community.

*To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

11. **Personnel evaluation**

The criteria used in personnel evaluation are agreeable to the parties. Sufficient time is dedicated to personnel evaluation, and variable procedures are developed to encourage improvement in teaching.

*To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

12. **Professional staff development and inservice education**

There is opportunity and time to improve professional skills which relate to educational program tasks and student needs, and there is some provision for personal growth indirectly related to program tasks.

*To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

13. **Organization participation**

Teachers, administrators, curriculum specialists, school board members, parents, and others are encouraged to bring their organizations' points of view, as well as their own, to discussions for the benefit of the school system.

*To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

14. **Decision makingng**

In educational decision making, the authority, responsibility, and role of teachers, educational personnel, parents, and other members of the educational community are clear to the participants.

*To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

15. **Changing relationships**

Changing student populations are studied by the professional staff. Student and teacher relationships, rights, and responsibilities resulting from changing demographics and populations are utilized in planning.

*To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

16. **Help for students**

Teacher referrals of students with learning needs receive prompt action by resource personnel.

*To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

17. **Student evaluation**

There is a plan for student evaluation which takes into consideration the broad curriculum and clearly explains the limitations of written tests in evaluating students. The plan includes other practical methods of evaluation which take into account the range of learning functions not recognized by traditional tests.

*To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

18. **Program review and quality of instruction**

A review of educational programs in each instructional area in terms of goals, needs, resource support, curriculum activities, implementation, outcomes affecting teachers and students, and site and district processes for assessing and improving instruction is a part of planning.

*To what degree is this factor addressed?* Low 0 1 2 3 4 5 High

# California Curriculum Alliance

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## NEEDS ASSESSMENT AND PROGRAM EVALUATION IN COMPREHENSIVE CURRICULUM DEVELOPMENT

This document identifies the role of needs assessment and evaluation in the planning of comprehensive curriculum development. A rating scale is provided to determine the extent to which needs assessment and evaluation are incorporated in the planning process.

**Prepared by the**
**California Curriculum Alliance**

**June, 1980**

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# NEEDS ASSESSMENT AND PROGRAM EVALUATION IN COMPREHENSIVE CURRICULUM DEVELOPMENT

*This document is written for members of school committees who are planning programs for students. The intent is to support the evaluator and the planning group in assisting and advising each other in development and the design of needs assessment and program evaluation.*

Needs assessment and program evaluation must be an integral part of every educational endeavor. It is recommended that needs assessment precede evaluation and give direction to the planning and the evaluation efforts. Both assessment and evaluation are performed in cyclic repetitions to promote their incorporation in program planning.

The guidelines contained herein are based on the belief that broad-scope personal involvement increases the prospects of collecting meaningful and applicable data. In accordance with this stated belief evaluators, students, parents, staff, and the board of education jointly decide on the design of both the assessment and the evaluation.

As part of the needs assessment, program planners begin by requesting data that will help them to make decisions about aspects of the program that should receive immediate attention. After they have identified "what they want to know before they begin planning," they give advice about the procedures to be used in the collection of the data. The plan for data collection should exemplify professional standards of measurement--the responsibility of the evaluators--should request reasonable time and effort from students and staff, and not be a disruption to the program---- a judgment made by the planners.

The design of the program evaluation evolves in a similar manner. The school committee requests data, suggests reviews, and finally, accepts the procedures for collecting the data. The evaluator offers guidance and technical advice in all the planning stages for both needs assessment and program evaluation.

Two of the documents that follow contain lists of questions. Program planners and evaluators are encouraged to use the lists to initiate thinking about the needs assessment and program evaluation that is most beneficial for their programs.

The Incorporation Scale offers an opportunity to manage and strengthen the process of joint planning. Use of this self-rating scale can promote and enhance the incorporation of needs assessment and program evaluation in comprehensive curriculum development.

# NEEDS ASSESSMENT
# IN COMPREHENSIVE CURRICULUM PLANNING

Before comprehensive curriculum planning can begin, data about the present program are collected. The collection and interpretation of that data constitutes a needs assessment. Although needs assessment can have more than one function, one primary objective of needs assessment is to assist program planners in answering the question: "What should be improved?"

Needs assessment can focus on the student, the program, or the institution. The selection of the focus is determined by the type of planning that will follow. The questions below offer a few examples of concerns that might interest program planners.

FUNCTIONS AND TYPICAL QUESTIONS

- Set goals or objectives

  What should students be able to do?
  What should be the outcomes of this program?
  What should the school provide for the students?
  What programs should teachers be trained to deliver?
  What skills should administrators have to manage curriculum improvement?

- Collect statistics about facts

  How many students leave the program?
  What is the daily attendance rate?
  What are the scores of students on a measurement scale?
  How many teachers use program "X"?
  What was the number of occurrences of vandalism?
  What skills do teachers use in the classroom?

- Determine discrepancies

  What should students accomplish?
  What do students accomplish?

  What should program planning accomplish?
  What did program planning accomplish?

  What should be the school environment?
  What is the school environment?

  What should be the resources for accomplishing the program?
  What are the resources for accomplishing the program?

- Set priorities

  What objectives are most critical for students to accomplish?
  What are the priority ranks of the goals for project "X"?
  What are the most critical problems?
  What are the greatest barriers to learning at this school?

# PROGRAM EVALUATION
# IN COMPREHENSIVE CURRICULUM PLANNING

Evaluation is a procedure that helps planners describe what happens when programs are implemented. Curricular programs offer myriads of possibilities for data collection. Program planners request the specific data that they need to accomplish their planning objectives. Below are examples of questions that planning committees can use to establish an objective for the evaluation.

FUNCTIONS AND TYPICAL QUESTIONS

- Make a decision about the future of an existing program

  Should the program be continued or discontinued?
  Should funding be increased or decreased?
  What modifications would improve the program?

- Identify changes that accompany the implementation of a program

  Do students make measurable gains?
  Are conditions improved?

- Verify adherence to a standard or externally imposed regulation

  Do the instructional materials reflect a preferred learning or teaching philosophy?
  Have students reached competency standards?
  Does the membership of the planning committee meet legal requirements?

- Identify contributing conditions

  What makes students leave school?
  Why does vandalism occur at school "X" and not at school "Y"?
  Why is the progress reporting system not helpful in curriculum planning?

- Describe a process

  What is method "X"?
  How do teachers provide for individual differences?
  How does one counselor serve 300 students?

- Provide information for planning

  What present deficits will the new program address?
  What objectives can be used to measure success?
  What criteria can be used for selecting textbooks and other instructional materials?

# INCORPORATION SCALE

As described in the sections on needs assessment and program evaluation, program planners and evaluators are co-planners. The scale below contains major elements of the planning process. Use the checklist to produce an incorporation score by placing marks (example: plus (+), check (✓), and zero (0) in the appropriate square) to show the degree of interaction between the named participants and the evaluator. Completion of the rating scale helps to describe the degree to which the planning processes promoted the incorporation of needs assessment and program evaluation in comprehensive curriculum development.

| NEEDS ASSESSMENT | | | | EVALUATION | | | | PLANNING PROCESS |
|---|---|---|---|---|---|---|---|---|
| STUDENTS | PARENTS | STAFF | TRUSTEES | STUDENTS | PARENTS | STAFF | TRUSTEES | CHECKPOINTS |
| | | | | | | | | were aware of the plans and activities |
| | | | | | | | | recommended the questions to be asked and answered |
| | | | | | | | | identified the data to be collected |
| | | | | | | | | believed the time and effort required to collect the data were reasonable |
| | | | | | | | | accepted the procedures as likely to produce credible and valuable information |
| | | | | | | | | participated in devising a plan to utilize the data |

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## BALANCE IN THE CURRICULUM

This document identifies curriculum goals for students. Charts are provided for determining the extent to which the curriculum addresses each of the goals and how well the school is meeting its responsibilities for providing a balanced curriculum for all students.

**Prepared by the**
**California Curriculum Alliance**

**July, 1982**

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## Introduction

The information contained in this paper is intended to be used by a school or district's curriculum review committee to make determinations about balance in the curriculum.

Balance in the curriculum does not mean that equal importance is placed on every subject, that equal time is devoted to every type of activity, or that equal value is put on the achievement of every skill. Balance, for the purposes of this paper, means that the proper emphasis is given throughout the curriculum to a number of concerns that, over the years, have become school district responsibilities. These responsibilities can be grouped into the following ten major categories (listed alphabetically, not by priority):

Aesthetics
Body skills and health
Citizenship
College/university preparation
Communication and problem-solving skills
Intellectual methods
Social skills and relationships
Technology and object relationships
Values
Vocational preparation

Opinions on just what the proper emphasis is for each responsibility category will vary among districts, schools, and even staff members; but it is vital that all of the categories be addressed in some way.

The analysis instrument included here will help the curriculum review committee to identify the divergent opinions and to pinpoint strengths, weaknesses, and omissions in the curriculum. The information collected should lead to fruitful discussion and should result, finally, in a truly balanced curriculum.

## Categories and Responsibilities

Just as opinions will vary on what the proper emphasis is for each responsibility category, so will perceptions differ about which categories are addressed in which courses. This is expected. But to keep difference from becoming the rule, the following descriptions of or comments on the responsibility categories are provided. The descriptions/comments are intended to be open-ended rather than restrictive and should provide a common starting point for the curriculum review. Reviewers should bear in mind that it is also expected, even hoped, that many courses will address multiple responsibilities on the list.

**Aesthetics.** Schools have a responsibility to develop students' sensitivity to and appreciation of the forms, sources, and effects of art and beauty. The most obvious courses in which aesthetics would be addressed are fine arts and music courses; but literature also involves aesthetics, and the beauty in the grain of a particular wood can be appreciated in wood shop, and the beauty of a well-executed jump shot can be appreciated in physical education. Students naturally respond positively to the things around them that society has labeled "beautiful," but the school can deepen awareness of what is beautiful and can awaken students to special sensitivities that will improve the quality of their lives.

**Body skills and health.** Schools have a responsibility to contribute to healthy bodies as well as to healthy minds. Body skills--proper motor development, coordination, how to relax, how to use muscles correctly to avoid strain--are important throughout life. The physical education program is a logical provider of most body skills instruction, through individual and team activities; but playing instruments,marching in the band, and learning to type are examples of body skills practice that occurs in other parts of the curriculum.

The importance of health and nutrition to a long life needs no defense, and the foundation laid in these areas during school years will serve students well throughout their lives. While most schools have specific courses in these areas, hygiene, health, and nutrition are also learned about in physical education courses and in homemaking or independent living classes; and social studies courses can be used to create awareness of health and nutrition concerns worldwide.

**Citizenship.** Citizenship preparation is an important mission of American public schools. There is no question about the value of preparing people to be good citizens, but there are questions about just what citizenship education entails or should entail. Should students be taught about nondemocratic systems of government, in addition to learning about the system in the United States? Should students be taught about all religions as part of citizenship training? Should schools be educating students to be leaders, followers, or both? Is career education a component of citizenship training? Does a knowledge of history help a student become a better, more aware citizen? Each school district's philosophy regarding the content of citizenship education will influence reviewers' decisions about which courses address this responsibility category.

**College/university preparation.** One responsibility of secondary schools is to prepare students to enter colleges and universities; therefore, college entrance requirements must be addressed in the curriculum. Although the primary goal of elementary and intermediate schools is to prepare students to enter secondary schools, reviewers at the lower levels should bear in mind that the foundation laid in grades 1-8 will affect a student's achievement all the way through graduate schools.

**Communication and problem-solving skills.** For the purposes of this analysis, communication and problem-solving skills include the "basics" of reading, writing, listening, speaking, and computation--skills without which a student cannot succeed in school or in life. Obviously, this responsibility category will be addressed throughout the curriculum and it will be the rare course that does not include at least some practice in each of the basic skills.

**Intellectual methods.** Teaching students to analyze, to criticize, to apply logic, to use scientific and other methods of inquiry is a vital responsibility of education. These intellectual methods, while they may be learned in specific courses in school, are applied broadly and daily in a person's lifetime. Methods of literary criticism taught in English and language arts classes may not be directly transferable to other areas, but scientific methods and principles of analysis are. Reviewers should consider how broadly applicable a particular method is when analyzing where it is addressed in the curriculum.

**Social skills and relationships.** Some people contend that teaching students how to relate to each other and to other people is not a prime responsibility of schools in the regular curriculum. Others believe that class activities need to be structured in such a way that teacher-student and student-student interactions are possible in a variety of formats; i.e., dialog, small groups, large groups, and teams. It may be that social skills are more properly developed through extracurricular activities. However, whether or not a school has classes that focus specifically on human relations, lessons **are** learned about getting along, about tolerance, about giving and taking directions, and so forth in every class at school. Also, one of the benefits of matriculation through public schools is the opportunity to work and play with students from all different social strata and origins. This opportunity, and lessons learned from it, should help students in all their dealings with other people through life.

**Technology and object relationships.** In a technological society, there is a strong need to increase understanding of object relationships--the influence of people upon things and things upon each other. Chemistry, physics, and computer technology are examples of object-related subject areas. Some schools will focus more on technology and object relationships: vocational or trade technology schools are obvious examples of schools with such a focus. But in today's world, where computers are turning up everywhere, schools have already begun to play an important role in helping students to become computer literate. This is a vital role, and what students learn in elementary and secondary school about computers will affect their view of the technologically advancing world they will enter as workers. The current emphasis of legislators and others regarding schools is the need to improve and increase the science and math offerings to students. These subject areas are, of course, part of the technology and object relationships responsible category.

**Values.** Values are addressed throughout the curriculum and, in some subjects, cause public controversy. Teachers and publics who believe students should be informed about a broad range of values, regardless of source, are at odds with teachers and publics who would restrict values information to that with which they are in agreement. The values issues in schools are usually related to 1) control of the students' deportment and behavior, 2) control of the students' thought processes, and 3) control of the students' belief. Information-control mechanisms designed for restricting student thought and behavior have a direct impact on the curriculum, especially in social science, humanities, and life science. Controversy aside, the school has a responsibility in this area because the development of independent judgment requires understanding, study, and exposure to a variety of values.

**Vocational preparation.** One responsibility of secondary schools is to prepare students for occupations. The view of parents, employers, and the general public about the importance of specific occupational training varies according to community and region, and this variation will be reflected in the curriculum. Reviewers should remember that although teaching of vocational skills is the first concern, development of good work habits and social skills is part of vocational preparation and such development is not restricted to purely vocational courses.

## Analysis Instrument

The instrument which follows has been designed to allow members of the curriculum review committee to analyze each course in the curriculum in terms of 1) which responsibility categories are addressed in each course and 2) to what extent the school or district is providing courses and material or human resources in each responsibility area.

While the instrument itself is simple and easy to use, much serious thought will be required of the reviewer who uses it. The thought and time that are spent on this task, however, should have great rewards for the school or district. As was said in the introduction to this paper, the information collected should lead to fruitful discussion, to identification of strengths and weaknesses, and finally to a truly balanced curriculum.

## Analysis of
## Balance in the Curriculum
## (Part 1)

List the courses the school/district provides. For each course, place an X under the responsibilities that are addressed in that course.

District _____

School _____

Dept. or grade level _____

| Courses* | Responsibility Categories | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Aesthetics | Body skills & health | Citizenship | College/university preparation | Communication and problem-solving skills | Intellectual methods | Social skills and relationships | Technology & object relationships | Values | Vocational preparation |
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*For elementary schools--classes, skills, or subjects may be substituted for courses.



California Curriculum Alliance

| Courses* | Responsibility Categories | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Aesthetics | Body skills & health | Citizenship | College/university preparation | Communication and problem-solving skills | Intellectual methods | Social skills and relationships | Technology & object relationships | Values | Vocational preparation |
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Comments: _____

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Analysis of
Balance in the Curriculum
(Part 2)

For each of the responsibilities listed below, to what extent is the school/district providing 1) curriculum, 2) materials, and 3) human resources?

| | Curriculum | | | | | Material Resources | | | | | Human Resources | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Too little* | | *Enough* | | *Too much* | *Too few* | | *Enough* | | *Too many* | *Too few* | | *Enough* | | *Too many* |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Aesthetics | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Body skills and health | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Citizenship | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| College/university preparation | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Communication and problem-solving skills | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Intellectual methods | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Social skills and relationships | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Technology and object relationships | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Values | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Vocational preparation | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

See the California Curriculum Alliance publication "Resources for Curriculum Development" (July 1982) for help if your district is currently providing too few material or human resources in any responsibility category.

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## RESOURCES FOR CURRICULUM DEVELOPMENT

This document identifies and describes human, material and special resources available to provide support for local curriculum developers. Local, county, state, and national resources are listed.

**Prepared by the**
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**July, 1982**

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# RESOURCES FOR CURRICULUM DEVELOPMENT

## Introduction

Successful curriculum development requires the use of a variety of resources. In this paper, these resources are discussed under the headings of "Human," "Material" and "Special" resources. In many instances these resources are interrelated.

Individuals in school districts and at school sites who are responsible for the curriculum development process should familiarize themselves with these resources so that use may be made of them when the need arises.

Two other factors are very important to both curriculum development and its implementation: allocation of time for staff training and allocation of time for planning. Without allocations of time for these activities, the chances of meaningful curriculum development and implementation will be reduced greatly.

## Human Resources

Local - The first groups to be called on in the curriculum development process would be the personnel at the school site: classroom teachers, site administrators, librarians, and media specialists. If district curriculum specialists are available, they should be called upon to share their expertise. Subject matter and curriculum specialists from local universities and colleges can offer additional assistance as needed. Within each community there are individuals--lawyers, scientists, artists, authors, business people, trades people, doctors, and others--who can be called upon for their ideas when other viewpoints would be helpful. Usually these professional and business people can be contacted through the local organizations which represent them.

County or Area - Most county offices of education have on their staffs specialists in the different areas of the curriculum. These individuals provide not only expertise but information concerning additional resources. The many state and national professional organizations relating to education have local or area affiliates which can provide assistance in curriculum development. A list of these organizations appears in appendix A.

State - The State Department of Education has curriculum specialists on its staff who may be called upon to provide some assistance to districts in curriculum development. The state professional organizations mentioned in the preceding paragraph, whether or not they have local or area affiliates, would be able to provide the names of members of their respective organizations who would be available as consultants for various areas of the curriculum, as well as for the process of curriculum development itself.

National - At this level, the best resources for assistance would be the professional organizations which have national bodies. A list of these, with the addresses of their national headquarters, appears in appendix B.

Also see appendix C for a list of other organizations and agencies--local, state, and national--with curriculum interest.

## Material Resource

State Frameworks - These documents provide a basic structure around which to plan an instructional program in the areas of the curriculum which they cover. Frameworks are available for reading, drama/theatre, English language, foreign languages, health instruction, mathematics, music, physical education, science and social science. They are available from the State Department of Education. Copies of each framework are sent to each school district.

State Curriculum Handbooks - Although only the Handbook for Planning an Effective Reading Program and the Handbook for Planning an Effective Writing Program are in wide circulation, others are nearing completion or are in process.

County Courses of Study - The present County Course of Study (1981-1984) was developed as a project of the State Steering Committee for Curriculum and Instruction, whose members are administrative employees of several county schools offices. It was published jointly by the county schools offices in 53 of the 58 counties in California. The Course of Study is a program planning guide for grades kindergarten through twelve. To quote a portion of the introduction, "Thirteen curriculum areas are described in terms of goals, objectives and sample learner behaviors." These areas include art education, business education, consumer/home economics, drama/theatre, English language arts, reading, foreign language, health, physical education, industrial education, mathematics, music, science, and social sciences. Copies of the Course of Study are available from the county offices of education and most school district offices.

California Curriculum Alliance Documents - The California Curriculum Alliance has distributed the following documents pertaining to curriculum:

"Curriculum Development Checklist"
"Needs Assessment and Program Evaluation in Comprehensive Curriculum Development"
"Learning Climate Factors"
"Model Board Policy for Comprehensive Curriculum Planning"
"Balance in the Curriculum"
"Resources for Curriculum Development"
"Word List for Curriculum Planners"
"Sample Model for Curriculum Development" (see appendix D)

Copies of these documents are available from the chair and co-chair of the California Curriculum Alliance. The name and address of the current representative of this organization can be found in the California School Directory.

District Courses of Study - Many districts have published courses of study for their own use. Copies of these usually are on file in the county offices of education. If relevant courses of study are found, the districts involved may be contacted for copies of them.

Research Reports - Summaries of these may be obtained through college and university libraries, most county offices of education libraries, and professional journals of the various organizations listed in appendixes A and B.

Libraries of Institutions of Higher Learning - The libraries of the University of California, the California State Universities, and the community colleges can provide helpful information about curriculum development.

Professional Journals - In addition to providing research summaries, professional journals provide discussions of curriculum development in their particular areas of expertise.

Instructional Materials Display Centers - There are approximately 30 of these throughout the state. The county office of education in a given area can provide information concerning the location nearest the school district involved in curriculum development.

Materials Available in the District - One of the first steps to be taken in the curriculum development process is to survey the local school district to ascertain what materials for curriculum development are available there.

## Special Resources

School Resource Centers - These projects are located in a variety of areas of the state, serving either local districts or groups of counties. They are involved primarily in needs assessment, brokering of services, dissemination of information, and the training of trainers. As such, they have a potential impact on curriculum activities.

Professional Development and Program Improvement Centers (PDPIC) - These centers are operated in a number of areas throughout the state and, while not specifically focusing on curriculum development, are able to assist teachers and leadership personnel in a number of curriculum-related areas, including basic instructional skills, classroom management, classroom human relations, and basic skills context areas in reading, math, and language arts.

Special Education Resource Network (SERN) - This federally funded project provides inservice and support in areas including curriculum for the implementation of Public Law 94-142 and the State Master Plan. The SERN office serves all counties and districts within the state. This project fills a critical need at this time, helping districts and counties make the transition from former laws governing special education to new federal and state legislation. The project is of great value because, through it, highly skilled personnel are available for staff development and assistance with local curriculum problems related to special education populations.

AB 551, Part I - In some areas of the state, consortia of a number of schools or districts have been organized to provide staff development based on teacher-identified needs, including curriculum. This project is funded on the basis of ADA and enables a systematized program of staff development to be available. The amount of money that is available through this source is relatively small, but it does serve as a catalyst to assist schools with staff development and curriculum development as appropriate.

Evaluation and Improvement Project (EIP) - This state-funded project operates in all areas of the state. There are eight satellite centers located in county schools offices. It provides training in various aspects of evaluation. Specifically, some centers have the capability of providing assistance to local districts in aspects of curriculum evaluation.

California Writing Project - The California Writing Project is based on the original Bay Area Writing Project in Berkeley. Through it, teacher specialists are identified and trained. Assistance in this area of the curriculum may be obtained through any of the regional projects which, for the most part, are housed on campuses of the University of California and the California State Universities.

Center for Educational Improvement - There are three such centers established in the state at this time. These are funded through federal Title IV-C funds for the purpose of disseminating information on exemplary projects which have been funded over the years through Title IV-C and several other special funding categories. One of these centers is located in Oroville, another is in the Santa Clara County Department of Education, and a third is in the Office of the Los Angeles County Superintendent of Schools. Through these, project information may be secured on curriculum which has been developed. Assistance is also available in the writing of IV-C grants and other activities which could support local curriculum activities.

Consolidated Projects - This includes such projects as Title I, Educationally Disadvantaged Youth and School Improvement. Virtually all the schools in the state benefit from this. Small districts must be involved in a cooperative; larger school districts operate consolidated projects on their own. In some consortia, personnel are available who can provide assistance with needs assessment and with various kinds of curriculum

development activities, as well as related staff development. Information about the projects may be secured from the State Department, school district offices, or the county schools office.

Migrant Education - All areas of the state having significant migrant student populations receive services through migrant education. In most instances, a variety of services are provided, including assistance with curriculum matters. The focus of the available support is on youngsters involved in farming; but children of fishermen, trappers, and lumber industry workers also receive assistance.

Gifted and Talented - Assistance with curriculum for gifted and talented students is available in some areas of the state. In some instances, large local districts can provide inservice; in other instances, county offices have been able to secure resources to provide this assistance. A few special state and federal projects dealing with gifted and talented education also are in operation. The best sources of information on this subject are consultants in district or county offices who can identify resources which are near at hand.

Special Education - Either district, consortia, or county special education programs have specific resources available to assist with curriculum matters for youngsters with special needs. The resources that are available can generally be identified through contact with either the local school district office or with the county office of education.

Institutions of Higher Education - Because the majority of the colleges and universities of California are involved in preparation of teachers and other school personnel, they have human and material resources available. There is no central clearinghouse for information on the specific resources that are available at given colleges. The best information is frequently available from local or regional projects that work with the colleges. Information also may often be obtained either from the appropriate subject matter department on the campus or from the Department of Education.

California Demonstration Projects - These projects are established at selected locations throughout the State of California to exemplify good programs at the junior high school level in mathematics and other basic skills. These projects have resource personnel who are available to assist with curriculum development in their program areas, particularly by assisting districts or groups of districts who may wish to adopt or adapt portions of the demonstration program in their local schools.

Regional Instructional Television Advisory Committees - In many parts of the state where instructional television is available, some curriculum support is available through either the educational television station or through the local agency which works with the station in development and planning of televised programs. To the extent that this material is appropriate in terms of curriculum planning, assistance can frequently be provided. The best sources of information on instructional TV tend to be county offices or local public broadcasting television stations.

## APPENDIX A

Following is a list of the member organizations of the California Curriculum Correlating Council. The list is published yearly by the State Department of Education in the California Public School Directory. In the Directory the name of each organization is accompanied by the name, address, and telephone number of a contact person.

CALIFORNIA ART EDUCATION ASSOCIATION

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

CALIFORNIA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

CALIFORNIA ASSOCIATION OF COMPENSATORY EDUCATION

CALIFORNIA ASSOCIATION OF PROGRAM EVALUATORS

CALIFORNIA ASSOCIATION OF SCHOOL PSYCHOLOGISTS AND PSYCHOMETRISTS

CALIFORNIA ASSOCIATION OF TEACHERS OF ENGLISH

CALIFORNIA ASSOCIATION OF VOCATIONAL EDUCATION

CALIFORNIA ASSOCIATION OF WORK EXPERIENCE EDUCATORS

CALIFORNIA BUSINESS EDUCATION ASSOCIATION

CALIFORNIA COUNCIL FOR GEOGRAPHIC EDUCATION

CALIFORNIA COUNCIL FOR SOCIAL STUDIES

CALIFORNIA DANCE EDUCATORS ASSOCIATION

CALIFORNIA DIRECTORS OF VOCATIONAL EDUCATION

CALIFORNIA EDUCATIONAL DATA PROCESSING ASSOCIATION

CALIFORNIA EDUCATIONAL THEATRE ASSOCIATION

CALIFORNIA FOREIGN LANGUAGE TEACHERS ASSOCIATION

CALIFORNIA HOME ECONOMICS ASSOCIATION

CALIFORNIA HUMANITIES ASSOCIATION

CALIFORNIA INDUSTRIAL EDUCATION ASSOCIATION

CALIFORNIA MATHEMATICS COUNCIL

CALIFORNIA MEDIA AND LIBRARY EDUCATORS ASSOCIATION

CALIFORNIA MUSIC EDUCATORS ASSOCIATION

CALIFORNIA READING ASSOCIATION

CALIFORNIA SCHOOL NURSES ORGANIZATION

CALIFORNIA SCIENCE TEACHERS ASSOCIATION

CALIFORNIA SPEECH-LANGUAGE-HEARING ASSOCIATION

CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED

CLASSROOM COMPUTER USING EDUCATORS ASSOCIATION

APPENDIX B

NATIONAL PROFESSIONAL ORGANIZATIONS

American Alliance for Health, Physical Education and Recreation
1201 6th Street, Northwest, Washington, D.C. 20036

American Association for the Advancement of Science
1515 Massachusetts Avenue, Northwest, Washington, D.C. 20005

American Association of Colleges for Teacher Education
One Dupont Circle, Suite 610, Washington, D.C. 20036

American Association of Community and Junior Colleges
One Dupont Circle, Suite 410, Washington, D.C. 20036

American Association of School Administrators
1801 North Moore Street, Arlington, Virginia 22209

American Association of School Librarians
50 East Huron, Chicago, Illinois, 60187

American Council on the Teaching of Foreign Languages, Inc.
Two Park Avenue, New York City, New York 10016

American Industrial Arts Association
1201 16th Street, Northwest, Washington, D.C. 20036

American Driver and Traffic Safety Education Association
1201 16th Street, Northwest, Washington, D.C. 20036

American Educational Research Association
1230 17th Street Northwest, Washington, D.C. 20036

American Home Economics Association
2010 Massachusetts Avenue, Northwest, Washington, D.C. 20036

American School Health Association
Post Office Box 708, Kent, Ohio 44240

American Speech-Language-Hearing Association
10801 Rockville Pike, Rockville, Maryland 20852

American Vocational Association
2020 North 14th Street, Arlington, Virginia 22201

Association for the Advancement of Health Education
1201 16th Street, Northwest, Washington, D.C. 20036

Association for Childhood Education, International
3615 Wisconsin Avenue, Northwest, Washington, D.C. 20016

Association for the Education of Teachers of Science Curriculum and Instruction
Old Dominion University, Norfolk, Virginia 23508

Association of Education Communications and Technology
1126 16th Street, Northwest, Washington, D.C. 20036

Association for Individually Guided Education
4319 Covington Highway, Decatur, Georgia 30035

Association for Supervision and Curriculum Development
225 North Washington Street, Alexandria, Virginia 22314

Children's Theatre Association of America
1000 Vermont Avenue, Northwest, Washington, D.C. 20005

Individualized Instruction Association
Ocean View School District, 2382 Etting Road, Oxnard, California 93033

International Reading Association
800 Barksdale Road, Post Office Box 8139, Newark, Delaware 19711

International Visual Literacy Association
Ket 600 Cooper Drive, Lexington, Kentucky 40502

Modern Language Association of America
62 Fifth Avenue, New York City, New York 10011

Music Educators' National Conference
1902 Association Drive, Reston, Virginia 22091

National Art Education Association
1916 Association Drive, Reston, Virginia 22091

National Association of Elementary School Principals
1801 North Moore Street, Arlington, Virginia 22209

National Association for Public Continuing and Adult Education
1201 16th Street, Northwest, Washington, D.C. 20036

National Association of Secondary School Principals
1904 Association Drive, Reston, Virginia 22091

National Business Education Association
1914 Association Drive, Reston, Virginia 22091

National Council for the Social Studies
3615 Wisconsin Avenue, Northwest, Washington, D.C. 20016

National Council of Teachers of English
1111 Kenyon Road, Urbana, Illinois 61801

National Council of Teachers of Mathematics
1906 Association Drive, Reston, Virginia 22091

National Science Teachers Association
1741 Connecticut Avenue, Northwest, Washington, D.C. 20009

Secondary School Theatre Association
1000 Vermont Avenue, Northwest, Washington D.C. 20005

Speech Communication Association
5205 Leesburg Pike, Falls Church, Virginia 22041

Western Business Education Association
4714 8th Avenue, Spokane, Washington 99206

## APPENDIX C

### OTHER ORGANIZATIONS AND AGENCIES WITH CURRICULUM INTEREST

Unless otherwise noted, the addresses given are for the headquarters of the organizations in California.

American Association of University Women
926 J Street, Sacramento, California 92509 (legislative office)

Association of California School Administrators
1575 Old Bayshore Highway, Burlingame, California 94010

Association of California School Administrators/Association for Supervision and Curriculum Development
1575 Old Bayshore Highway, Burlingame, California 94010

California Association of Compensatory Education
President: Dorothy Lee
P.O. Box 28356, Oakland, California 94604

California Congress of Parents, Teachers and Students, Inc.
930 Georgia Street, Los Angeles, California 90015

California Council for Adult Education
President: Charles Peterson, Clovis Adult School
914 Fourth Street, Clovis, California 93612

California Curriculum Forum
1982-83 Chair: Linda Gibboney, 16715A Vanowen, Van Nuys, California 91406

California Federation of Teachers
2412 West Magnolia Boulevard, Burbank, California 91506

California School Boards Association
916 23rd Street, Sacramento, California 95816

California State Steering Committee for Curriculum Development and Publication
San Diego Department of Education, 6401 Linda Vista Ave., California 92111

California Teachers Association
1705 Murchison Drive, Burlingame, California 94010

Industry Education Council of California
1575 Old Bayshore Highway, Burlingame, California 94010

League of Women Voters
2206 K Street, Sacramento, California 95816

APPENDIX D

SAMPLE MODEL FOR CURRICULUM DEVELOPMENT

Step 1: Establish goals and objectives.

a. Assessment of needs and resources
   1) What changes should take place in the curriculum so that it will fulfill the needs of the students in the community/neighborhood?
   2) What resources--human, material, and special--are available in the district/school?

b. Goals and objectives
   1) How are goals to be reached?
   2) How are objectives to be reached?
   3) Is there the necessary flexibility to change the objectives?

Step 2: Develop performance objectives, intended outcomes, and instructional activities.

a. Assessment of constraints
   1) How will the performance objectives, intended outcomes, and instructional activities be affected by student/teacher characteristics?
   2) Will time for planning, money for materials, and the necessary facilities be available to implement the objectives?

b. Selection and/or production of materials for learning activities
   1) How are learning materials to be selected?
   2) Will secretarial assistance be available?
   3) Will inservice orientation and/or training be available to the faculty?

Step 3: Implement the new curriculum in the classroom.

a. Will continuing inservice be available as necessary?
b. Are sufficient materials available?
c. Will time be allowed for planning and implementation?

Step 4: Evaluate the curriculum.

a. How will evaluation be carried out?
   1) Ongoing?
   2) Year-end?

b. Type of evaluation?
   1) Formal?
   2) Informal?
   3) Both?

c. Resources for evaluation?
   1) State Curriculum Review Handbook
   2) CCA papers pertaining to evaluation and review